



# Afterschool Alliance

## **Evaluations Backgrounder: *A Summary of Formal Evaluations of Afterschool Programs' Impact on Behavior, Safety and Family Life***

**January 2007**

Although afterschool programs for children have been operating for many years in some communities, the afterschool movement – the great national awakening to the opportunity afterschool offers – is just a few years old. As public demand for afterschool has grown, so has the demand for accountability. That is particularly true in afterschool programs that spend public dollars. After all, where tax dollars flow, so must accountability to taxpayers.

Fortunately for afterschool advocates, a number of afterschool evaluations are showing important gains for children, not only in terms of academic achievement but also in terms of safety, discipline, attendance, and avoidance of risky behaviors. In addition, researchers have found that afterschool programs encourage increased parental involvement, an important building block for student success. This updated evaluations backgrounder includes new or updated information from evaluations of Citizen Schools, the Boys & Girls Clubs' Project Learn, Texas 21<sup>st</sup> Century Community Learning Centers programs, The After-School Corporation, the Ohio Urban School Initiative School Age Child Care Project, the Fort Worth Afterschool Program, Generacion Diez, Woodcraft Rangers' Nvision After School Program, YMCA of Greater New York's Virtual Y Program, and the Mahoney and Lord Study of Program Participation and Obesity. In addition, highlights from previous evaluations of well known afterschool programs such as New York City Beacons, the Maryland After School Opportunity Fund Program, and more are included. A list of the studies and their key findings is provided at the end of this document on page 21.

Moreover, this compilation focuses chiefly on the impact of afterschool programs on student safety, behavior and discipline, and on the closely related topic of afterschool's effect on parents' concerns about their children's safety. A separate backgrounder, available from the Afterschool Alliance website at [www.afterschoolalliance.org](http://www.afterschoolalliance.org), summarizes findings related to student academic achievement.

### **The Landscape of Afterschool Evaluations**

A number of different types of evaluations have been conducted over the last several years, assessing various aspects of afterschool programming. Some evaluations seek to gather data on whether programs have been structured as they were originally intended, how well they have done at meeting attendance and staffing goals, how they "fit" in the school environment and more. Others explore student and other outcomes – the effect afterschool programs have on the children who participate in them, their parents, and even the communities at large.

Both types of evaluations are of great value to afterschool providers and to policymakers, and when taken together the two types of studies help identify the particular program elements and approaches most critical to accomplishing program goals. For example, studies correlating increased afterschool attendance with increased academic performance have triggered considerable discussion in the afterschool community about ways to improve student attendance in afterschool programs.

Evaluations also differ by virtue of who conducts them. Many programs self-evaluate, providing useful data and satisfying the needs of their various stakeholders – parents, funders, partnering businesses, local public officials and so on. But for academics and large funders – the federal government, state governments, the Charles Stewart Mott Foundation, the Open Society Institute, or the Wallace Fund, for example – more exacting standards and greater independence is often required. Independent evaluations commissioned by such entities are the primary subject of this document.

## **Summary Lessons from the Data**

The evaluations included in this summary amply demonstrate that afterschool programs help keep children safe, have a positive impact on behavior and discipline, and help relieve parents' worries about their children's safety. (Citations for the following are included in the detailed descriptions of afterschool studies that follow.)

### ***Afterschool programs keep kids safe, and help steer children away from negative and unsafe behaviors.***

- The LA's BEST evaluation found that parents and children alike found the safety of the afterschool program far superior to the safety within the neighborhood.
- The evaluation of the New York City Beacons program concluded that "the vast majority of youth (85 percent) reported that it was 'always true' or 'mostly true' that they felt safe at the Beacons."
- Eighty percent of New York Beacons students who took part in intercept interviews described the Beacon as either "very helpful" or "pretty helpful" in helping them avoid drug use.
- Seventy-four percent of New York Beacons students interviewed said that the Beacon was either "very helpful" or "pretty helpful" in helping them avoid fighting.
- In Ohio's SACC program, "school absence and tardiness were reduced for participating students. First graders who were not in a SACC program during kindergarten reduced the number of school days they missed from an average of eight during their kindergarten year to an average of three days during their 1998-99 1st grade year. Eighth graders who were not in a SACC program during 7th grade reduced the average number of school days missed from 18 to five." Similarly, "suspensions and expulsions, when comparing the 1998-99 school year to the prior school year, were reduced for both elementary school students and middle school students who participated in SACC programs."

- An evaluation of The After-School Corporation's (TASC's) program concluded that "staff, students, and parents provided examples of student improvements that they attributed to the after-school program. Among the most common were improvements in students' social skills, including the ability to maintain self-control, make constructive choices about their behavior, and avoid fights."
- An evaluation of the Children's Aid Society of New York's afterschool pregnancy prevention program concluded, "Perhaps most importantly since this is the program's major goal, at the third-year follow-up, females in the CAS-Carrera program had significantly lower rates of pregnancy and births than did control females."
- Girls Inc.'s Friendly PEERsuasion<sup>SM</sup> program was found to have an important effect on alcohol abuse by youth: "The estimated effect of the program if both groups had participated in the program during the fall 1988 would be to halve the incidence of drinking from the actual rate of over 10% to under 5%."
- An evaluation of a Santa Ana, California, program supported by the state's After School Education and Safety Program, examined attendance issues, comparing frequent afterschool attenders ("high-dosage participants") with less frequent attenders ("low-dosage participants"), as well as with a control group of "matching" students. The study found, "There were significantly fewer days of school missed by high-dosage participants (5.56 days) as compared to low-dosage participants (7.46 days) and the matches (6.80 days). In addition, high-dosage LEP [Limited English Proficiency] students missed significantly ( $p<.002$ ) less school than low-dosage participants and the matches. Higher-dosage sixth and eighth graders, on the other hand, had higher means in days absent than the matches, although this also was not statistically significant."
- An evaluation of the Fort Worth After School program found that "94 percent of parents agreed that FWAS kept their child from getting in trouble and 45 percent also felt that their child would get into trouble if they were at home."
- An evaluation of the Woodcraft Rangers afterschool program in Los Angeles found that, "In focus groups, parents said that NASP helped them become more involved in their children's education, for example, through volunteering for the program. Parents also said that they were more aware of school activities and ways to volunteer at the school."
- A multi-city evaluation of the Citizen Schools program found that the former "8th Grade... participants with high levels of exposure [to the program] were suspended at a rate of 2 percent, compared with a rate of 10 percent among their matched nonparticipants."
- The Mahoney and Lord study, conducted in an unnamed urban setting, found that "controlling for baseline obesity, poverty status, and race and ethnicity, the prevalence of obesity was significantly lower for ASP participants (21%) compared to nonparticipants (33%) at follow-up."

### ***Afterschool programs help working parents.***

- The LA's BEST evaluation found that "three-quarters of the parents [surveyed] indicated that they worried significantly less about their children's safety and that they had more energy in

the evening since enrolling their children in the program. A clear majority also indicated that the program resulted in sizeable savings in their time.”

- Parents in the TASC study said that the program helped them balance work and family life: 94 percent said the program was convenient; 60 percent said they missed less work than before because of the program; 59 percent said it supported them in keeping their job; and 54 percent said it allowed them to work more hours. In addition, 31 percent of principals reported that TASC “very much” increased parents’ attendance at school events and 15 percent reported that it “very much” increased parents’ attendance at parent–teacher conferences.
- In Ohio’s SACC program, “the adults in the participating children’s families had a greater awareness of community agencies, their facilities, and their services because of the SACC programs.” Similarly, “parents participating in interviews or completing surveys felt the programs had positive impacts on their families.”
- A study of the Extended-Service Schools Initiative found that “the after-school programs were having some of these beneficial outcomes: 80 percent of parents said they were less worried about their child’s safety after school. 57 percent said their child’s participation helped them manage their own work schedule. 47 percent said it let them attend classes or job training more easily. 45 percent said it helped them get a better job or do better at their job.”

## **Afterschool Evaluations in Detail**

Over the past decade researchers have conducted a number of important afterschool evaluations, more than enough to demonstrate that afterschool programs keep children safe and help working families. Following are summaries of several of the most extensive evaluations.

## **National and Multi-City Studies**



### ***The Boys & Girls Clubs’ Project Learn***

Begun in 1996, the Boys & Girls Clubs’ Project Learn focuses on providing youngsters with “high-yield learning activities,” including weekly discussions with knowledgeable adults, leisure reading, writing activities, homework help, helping others, and games that rely on cognitive skills. The program has been implemented in full at one-tenth of the Clubs’ 3,300 sites, and all sites are implementing components of the program. Steven P. Schinke, Ph.D., of New York’s Columbia School of Social Work, led an evaluation of the program that relied on a quasi-experimental design. Three groups of students were identified, in five separate cities. The groups:

- Students participating in Boys & Girls Clubs programs that had implemented Project Learn, (BGC program sites),
- In the same cities, students at Boys & Girls Clubs that had not implemented Project Learn (BGC comparison sites), and

- In the same cities, students at non-Boys & Girls Clubs sites that had not implemented the kind of enhanced learning initiatives characteristic of Project Learn (non-BGC comparison sites).

All students in all groups lived in public housing projects, and the sites were chosen to be nationally representative of students in public housing. Data on students' academic performance were collected four times: before they began the program, six months after they began, 18 months after they began, and 30 months after they began. Findings cited by the Harvard Family Research Project's database of out-of-school-time-program evaluations at <http://www.gse.harvard.edu/hfrp/projects/afterschool/mott/pleep.html>, included:

- "Program youth missed an average of only 2.19 days of school a year at the 30-month measurement as compared to missing an average of 6.4 days a year at baseline. In contrast, BGC comparison youth went from missing an average of 4.85 days of school in the baseline year to missing an average of 12.33 days a year at the 30-month follow-up."
- "Similarly, non-BGC youth went from 7.47 days at baseline to 16.67 at follow-up. The differences between the school attendance of program youth and youth in both comparison groups at 30 months were statistically significant at  $p < .05$ , while they had not been significantly different at baseline."
- "Although youth at the 30-month measurement in the program group had fewer behavioral incidents at school than youth in the BGC comparison group, who, in turn, had fewer behavioral incidents at school than youth in the non-BGC comparison group, these differences were not statistically significant."



### *Citizen Schools*

Since 1995, Boston-based Citizen Schools has provided afterschool and summer programs designed to provide children with "authentic, hands-on learning experiences, supportive relationships with adults, and positive youth development opportunities." The program includes help with homework, team-building activities, "apprenticeships," and more. The program is based in public schools, and seeks to coordinate its work with school-day teachers. In fall 2002, Citizen Schools expanded beyond its home market, to create programs in San Jose, California; Houston, Texas; and Worcester and Framingham, Massachusetts.

Citizen Schools is now sponsoring a five-year evaluation of its work. The most recent phase of the research was released in November 2005 ["Putting Students on a Pathway to Academic and Social Success: Phase III Findings of the Citizen Schools Evaluation," Policy Studies Associates, Inc., <http://www.policystudies.com/studies/youth/CS%20Phase%20III%202005.pdf>, retrieved December 21, 2006] found:

- "Evidence from the first three years of the evaluation shows that Citizen Schools has been successful in attracting and retaining educationally at-risk students and in putting these students on a path toward academic and social success.... In particular, based on data from

three cohorts of first-year participants, Citizen Schools had a positive impact on school attendance and promotion rates, [and] reduction of suspension rates....”

- Looking at students who had graduated out of Citizen Schools sites, researchers concluded that students who participated most frequently had the greatest benefits: “[P]articipants with high levels of exposure attended school at a higher rate and were suspended less than had they not participated in Citizen Schools, although participants as a whole and those with low levels of exposure did not. Specifically, looking at former 8th Grade Academy participants in their ninth-grade year, the evaluation found the following:
  - “Former 8th Grade Academy participants overall, and those with low levels of program exposure, attended school at statistically the same rate as their matched nonparticipants (89 percent versus 85 percent and 85 versus 83 percent, respectively). Students with high levels of exposure, however, attended school at a higher rate than had they not participated (a rate of 94 percent among high-exposure participants, compared with a rate of 88 percent among matched nonparticipants).”
  - Similarly, former “8th Grade Academy participants with high levels of exposure were suspended at a rate of 2 percent, compared with a rate of 10 percent among their matched nonparticipants.”

### ***The Children’s Aid Society of New York Carrera-Model Teen Pregnancy Prevention Program***

In 1984, the Children’s Aid Society (CAS) of New York launched a pregnancy prevention program aimed at high-risk adolescents in Harlem. Designed and implemented by Michael A. Carrera and Patricia Dempsey, CAS’s Carrera-Model Teen Pregnancy Prevention Program has expanded significantly since then, and is now replicated in 21 sites in New York and elsewhere. In addition, variations of the program are in place in 29 other sites.

Beginning in 1997, Kaye Philliber of Philliber Research Associates in Accord, New York, began a three-year evaluation, relying on an experimental model comparing similar students in a control and treatment group. The evaluation examined six programs in New York City, and six in other communities – Broward County, FL; Baltimore, MD; Houston, TX; Portland, OR; Seattle, WA; and Rochester, NY. The resulting report, *The national evaluation of the Children’s Aid Society Carrera-Model Program to prevent teen pregnancy*, is available online at [http://www.childrensaidsociety.org/media/file/cas-Teen\\_Pregnancy\\_Prevention.pdf](http://www.childrensaidsociety.org/media/file/cas-Teen_Pregnancy_Prevention.pdf).

“The program components are:

- “a work-related intervention called job club, including stipends, development of an individual bank account, graduated employment experiences, and career awareness;
- “an educational component including individual academic assessment, tutoring, homework help, PSAT and SAT preparation, and assistance with college entrance;
- “family life and sex education (FLSE);
- “self expression through the arts; and
- “lifetime individual sports.” [*The national evaluation*, page 1.]



The program also provides medical care, including mental health services and reproductive health counseling, and makes contraception available.

Among the study's findings:

- “Young people in the CAS-Carrera program were less likely to have initiated intercourse by the end of the third year, but the difference was not quite significant ( $p=.098$ ) in the total sample, nor among the gender subgroups. Once having initiated intercourse, however, program girls were significantly more likely than control girls to use Depo-Provera at last intercourse. There were no significant differences in use of a condom, but most young people in both the program and control groups reported protecting themselves in this way.” [*The national evaluation*, page 7.]
- “Perhaps most importantly since this is the program's major goal, at the third-year follow-up, females in the CAS-Carrera program had significantly lower rates of pregnancy and births than did control females.” (*The national evaluation*, page 7.) “The likelihood of giving birth by the end of the third year was 46% as large among program girls as among control girls. In other words, females in the control group were more than twice as likely to report a birth during the three years of this study. Moreover, the program females were almost three times more likely than the control girls to use Depo-Provera at last intercourse, net of these other variables [after controlling for age, race, barriers, family living arrangement and being sexually active at intake]. [*The national evaluation*, page 10.]

### ***The Extended-Service Schools Initiative: 2002 Report***

In 1998, the Extended-Service Schools Initiative (ESS) began funding community organizations across the country to partner with local schools to create a total of 60 afterschool programs in 20 communities. Each of the programs follows one of four nationally recognized program models – Beacon, Bridges to Success, Community Schools, or West Philadelphia Improvement Corporation – to provide youth-development activities in low-income areas in programs located in school buildings during non-school hours. ESS was funded as a five-year program by Wallace-Reader's Digest Funds. Separately, the Wallace-Reader's Digest Funds provided financial support to Public/Private Ventures (PPV) to conduct an evaluation of the program. PPV, with subcontractor Manpower Demonstration Research Corporation, began a four-year, multi-phase evaluation. Issued in June 2002, *Multiple Choices: Findings from the Extended-Service Schools Initiative*, is available online at

[http://www.ppv.org/ppv/publications/assets/116\\_publication.pdf](http://www.ppv.org/ppv/publications/assets/116_publication.pdf).

According to researchers, “Students who participated in the school-based, afterschool programs seemed to experience positive change in four key areas: staying out of trouble; improving their school attitudes and behavior; strengthening their social networks; and learning new skills, seeing new possibilities and improving their self-confidence.” [*Multiple Choices*, page 30, [http://www.ppv.org/ppv/publications/assets/116\\_publication.pdf](http://www.ppv.org/ppv/publications/assets/116_publication.pdf).] Specifically:

- “One particularly important outcome desired for after-school programs is that they decrease the risktaking behavior of youth. By providing them with structured, supervised activities, the time they have to get into trouble is decreased. In addition, the social rules and tone implemented by staff can teach youth to deal more appropriately with negotiation, social

conflict and anger. When we asked parents and youth if ESS helped them stay out of trouble and more appropriately deal with conflict, both groups—but especially the parents — believed ESS was very useful in this regard.” [*Multiple Choices*, page 31.]

- “When we examined how the youth’s academic attitudes and behaviors changed over time, we found a consistent story. Youth who participated in ESS activities experienced a greater increase in their sense of belonging at school and paid more attention in class. Again, consider the two groups of similar youth.... [A]mong the youth who did not go to ESS during the 13 months between the initial and follow-up surveys, 20 out of 100 reported that they started skipping school, 29 said they really paid attention in class, and 76 said they were very proud to belong to their school. Among similar youth who went to ESS two days a week, only 11 out of 100 reported starting to skip school; 49 said they really paid attention in class; and 84 said they were very proud to belong to their school.” [*Multiple Choices*, page 32.]
- “Responses on the parent survey administered in Spring 2001 suggest that the after-school programs were having some of these beneficial outcomes: 80 percent of parents said they were less worried about their child’s safety after school. 57 percent said their child’s participation helped them manage their own work schedule. 47 percent said it let them attend classes or job training more easily. 45 percent said it helped them get a better job or do better at their job.” [*Multiple Choices*, pages 33-34.]

### ***Girls Inc.’s Friendly PEERsuasion<sup>SM</sup>***

In 1988, Girls Inc. launched its Friendly PEERsuasion<sup>SM</sup> program to help girls avoid substance abuse. The program focuses on assisting girls in identifying and resisting social messages and pressures that drive substance abuse. By 2001, 12,000 children were served by the program in sites across the nation – under the direction of 57 affiliates of the national organization.

In 1988, Christine Smith and Stephen D. Kennedy, of Abt Associates in Indianapolis, Indiana, began a year-long data-collection effort at four Girls Inc. sites, and drew the following conclusions, as summarized on the Harvard Family Research Project’s website<sup>1</sup> at <http://www.gse.harvard.edu/hfrp/projects/afterschool/mott/gifpp.html>:

- “Friendly PEERsuasion participants who reported having already initiated drinking alcohol prior to the program reported lower incidence of drinking at the post-program periods, although this difference was not statistically significant ( $p=0.12$ ).
- “The estimated effect of the program if both groups had participated in the program during the fall 1988 would be to halve the incidence of drinking from the actual rate of over 10% to under 5% ( $p=0.05$ ).
- “The effectiveness of Friendly PEERsuasion on delaying alcohol use persisted over the study period. Among participants who reported never having drunk alcohol at the pre-program questionnaire, 36% of the control group reported first use of alcohol on any post-program questionnaire. The estimated effect of program participation was a 14 percentage point reduction in the likelihood of drinking during the study period ( $p=0.02$ ).

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<sup>1</sup> The Harvard Family Research Project (HFRP) maintains a rich database of information on out-of-school-time evaluations, from which much information in this report is drawn. A complete listing of HFRP’s summaries is available at <http://www.gse.harvard.edu/hfrp/projects/afterschool/evaldatabase.html>.



- “Participation in Friendly PEERsuasion led some girls to report leaving gatherings where others were drinking alcohol ( $p=0.05$ ).
- “A lower percentage of fall participants reported favorable attitudes toward drinking alcohol after completing PEERsuader training than did their peers who had not yet begun PEERsuader training, although this difference was not statistically significant ( $p=.20$ ).
- “Younger girls who participated earlier were less likely to begin using harmful substances during the study period ( $p=0.06$ ). Older girls reported similar behaviors regardless of earlier or later participation.” [HFRP Summary]

## State Level Evaluations

### *After School Education and Safety Program – California*

Begun in 1998 as the California Afterschool Learning and Safe Neighborhoods Partnerships Program, the After School Education and Safety (ASES) Program provided \$117 million annually in matching funds to local partnerships of school districts, community groups, and local governments to provide before and afterschool programs for students. Today, California provides \$550 million to afterschool through the ASES program. In selecting grantees, the state gives priority to schools where 50 percent or more of pupils are eligible for free or reduced-cost meals. Programs are designed locally, but are required to include an “educational and literacy component to provide tutoring or homework assistance in one or more of the following subject areas: language arts, mathematics, history and social science, or science”; and “an educational enrichment component, which may include but is not limited to, recreation and prevention activities. Such activities might involve the arts, music, physical activity, health promotion, and general recreation; work preparation activities; community service-learning; and other youth development activities based on student needs and interests.” [*Program Description of the After School Education and Safety (ASES) Program*, at <http://www.cde.ca.gov/ls/ba/as/pgmdescription.asp>, December 21, 2006.] In all, 947 afterschool programs were funded during the ASES program’s first two years.

Working with the California Department of Education, the Education Department of the University of California at Irvine conducted evaluations of two academic years of the program, from 1999 to 2001, releasing results in February 2002. The evaluation relied on data supplied to the state by participating programs, as required by law, and examined student and parent satisfaction with their programs, as well as students’ academic outcomes. One important conclusion:

- “The regular school day attendance of students in the ASLSNPP increased between 1999 and 2000. Among the ASLSNPP participants who were absent 5 percent or more days in 1999, the average increase in attendance was 5.6 days. Among those who were absent 10 percent or more days in 1999, the average increase in attendance was 11 days. For those absent 15 percent or more days in 1999, the average increase in attendance was 17 days.” [Harvard Family Research Project, Summary of ASLSNPP Evaluation, <http://www.gse.harvard.edu/~hfrp/projects/afterschool/mott/aslsnpp.pdf>, December 21, 2006.]

### ***The Maryland After School Opportunity Fund Program***

Created in 1999, the Maryland After School Opportunity Fund Program (MASOFP) provided \$10 million in annual funding to afterschool programs in the state. In fiscal year 2003, the program served more than 18,000 students around the state.

The enacting legislation called for an evaluation of MASOFP, and in 2001, a team of researchers from the University of Maryland's Department of Criminology and Criminal Justice began to construct a research model. The final report, *A Statewide Evaluation of the Maryland After School Opportunity Fund Program, Final Report*, released June 30, 2004 by Denise C. Gottfredson, David A. Soulé, and Amanda Cross, applied a number of different evaluation measures to funded programs, seeking to account for the programs' divergent objectives. The evaluation gathered data on more than 3,300 students in 73 programs.

Evaluators identified seven different types of programs, characterized by their self-described main objectives:

- Academic Enrichment
- Youth Development
- Community Service
- Recreation
- Workforce Skills
- Mentoring
- Comprehensive

Among other things, the resulting data permitted comparisons among the different types of programs. The study concluded:

- “Secondary school participants who attended MASOFP programs increased their decision-making skills and reduced their delinquent behavior as compared to non-participating youth in comparison groups.
- “Programs classified as ‘youth development’ (e.g. having a greater emphasis on social problem solving instruction) had the most consistently positive outcomes.
- “Youth attending a medium number of days (23-40) showed a more positive gain on such measures as commitment to education and academic performance, and a reduction in delinquency and contact with the police.
- “MASOFP programs appeared more effective for youth in poverty relative to more advantaged youth.
- “Students who attended youth development programs (that emphasized social problem-solving skills) experienced more gain in skill development, character development, and decision-making skills.” [*Statewide Evaluation*, page vii.]

### ***North Carolina's "Support Our Students"***

In 1994, the state of North Carolina launched its "Support Our Students" initiative (SOS), to provide funding for afterschool programs across the state. The program offers grants in the \$60,000 to \$250,000 range to nonprofit organizations in the state – one per county, each of which coordinates services in their counties. In 2001-2002, the program provided \$12.5 million to nonprofits in 98 counties. In all, the program supported programs in 190 school-based sites, and 54 community-based sites, providing afterschool services to 16,000 students during the school year, and summer programming for 10,000 students. "Currently SOS is providing quality after-school programming to over 23,000 youth all 100 counties and over 240 sites across North Carolina." [*The North Carolina Department of Juvenile Justice and Delinquency Prevention Support Our Students*, <http://www.ncdjdp.org/sos/index.html>, December 21, 2006.]

An evaluation of the 2001-2002 year's programs, conducted by EDSTAR, an independent research and analysis firm based in Raleigh, North Carolina, found the following:

- "The percentage of middle school SOS participants receiving out-of-school suspensions decreased as compared to their previous year in school (from 13 percent to 8 percent), as did the percentage of those receiving in-school suspensions." [*North Carolina Support Our Students 2001-2002 Program Highlights*, at <http://www.edstar.biz/edstar/publications/>]
- "Attendance at school improved for SOS participants. Fewer students were chronically absent from school in 2001–2002 (7 percent of participants), compared with the previous year (9 percent)." [*Program Highlights*]
- "Classroom teachers reported that 41 percent of participants had improved behavior in math class throughout this school year, and 42 percent had improved behavior in English/Language Arts classes." [*Program Highlights*]



### ***The After-School Corporation (New York)***

The After-School Corporation (TASC) is a New York City-based nonprofit, established by the Open Society Institute in 1998, representing a \$25 million five-year commitment by the foundation. TASC provides grants to nonprofit organizations to establish partnerships with individual public schools, and the resulting afterschool programs follow a core set of program components. In all, 143 public schools in New York City and 73 schools in other parts of New York State participate. Funding is based on enrollment and is \$1,000 per student, excluding start-up, facilities and staff training.

The Charles Stewart Mott Foundation and the Carnegie Corporation provided funding to the Washington-based Policy Studies Associates to conduct a five-year evaluation, including annual summary reports. The first year's evaluation, covering the 1998-99 school year, focused largely on issues related to program design and participation. The second- and third-year evaluations focused more on academic achievement. The second-year evaluation, covering the 1999-2000 school year, found:

- “Forty-five percent of principals in Year 2 reported that the TASC project has increased parents’ attendance at school events and 36 percent said that the project had increased parents’ attendance at parent-teacher conferences.” Ninety-seven percent of parents surveyed indicated that “their child liked to come to the program”; 86 percent agreed “that the project was helping their child academically.” Parents also said that the program helped them balance work and family life: 94 percent said the program was convenient; 60 percent said they missed less work than before because of the program; 59 percent said it supported them in keeping their job; and 54 percent said it was supportive to them in allowing them to work more hours. [*Building Quality and Supporting Expansion of After-school Projects, Summary of Findings*,” <http://www.policystudies.com/studies/youth/tasc-year2.html>, page 15.]
- “[S]taff, students, and parents provided examples of student improvements that they attributed to the after-school program. Among the most common were improvements in students’ social skills, including the ability to maintain self-control, make constructive choices about their behavior, and avoid fights.” [*Building Quality*, page 12.]

Fourth-year findings included:

- “Thirty-one percent (31%) of principals reported that TASC ‘very much’ increased parents’ attendance at school events and 15% reported that it ‘very much’ increased parents’ attendance at parent–teacher conferences.”
- “Forty-one percent of principals reported that TASC ‘very much’ improved student safety, and 17% reported that it ‘very much’ reduced vandalism at the school”

**UPDATED!**

### ***Ohio Urban School Initiative School Age Child Care Project***

The Urban School Initiative School Age Child Care Project (SACC) funds a variety of afterschool programs in Ohio urban school districts. The University of Cincinnati College of Education’s Evaluation Services Center conducted a thorough review of the program’s 1998-1999 school year, measuring both project design and its outcomes. Data collection included document reviews, observation of programs, surveys and questionnaires. Among the findings:

- “School absence and tardiness were reduced for participating students. First graders who were not in a SACC program during kindergarten reduced the number of school days they missed from an average of 8 during their kindergarten year to an average of 3 days during their 1998-99 1st grade year. Eighth graders who were not in a SACC program during 7th grade reduced the average number of school days missed from 18 to 5.” [Harvard Family Research Project at <http://www.gse.harvard.edu/~hfrp/projects/afterschool/mott/osisaccp.pdf>, hereafter *HFRP-Ohio*.]
- “Suspensions and expulsions, when comparing the 1998-99 school year to the prior school year, were reduced for both elementary school students and middle school students who participated in SACC programs.” [*HFRP-Ohio*.]
- “The adults in the participating children’s families had a greater awareness of community agencies, their facilities, and their services because of the SACC programs.” [*HFRP-Ohio*.]

- “Parents participating in interviews or completing surveys felt the programs had positive impacts on their families.” [HFRP-Ohio.]
- “Participating children spent more hours in a safe, supervised environment, before and/or after school, than they had prior to program involvement.” [HFRP-Ohio.]
- “Participating children’s television and video viewing decreased because of attendance in this program.” [HFRP-Ohio.]



### ***21st Century Community Learning Centers – Texas***

At the end of the 2003-2004 school year, Texas had 32 21<sup>st</sup> Century Community Learning Center grantees, operating 136 afterschool sites. Relying on pre-program and post-program data collected from sites as part of grant reporting requirements, the Texas Education Agency, the state’s department of education, compiled and analyzed data on student performance and program implementation. A summary of the evaluation’s findings by the Harvard Family Research Project is available at the website link below.

According to the research, strong participation in afterschool correlated with better attendance during the regular school day.

- “Approximately half (48%) of youth who participated in three quarters or more of the available 21<sup>st</sup> CCLC activities missed five or fewer days of school during the fall semester, compared to 17% of youth who participated in less than one quarter of the available activities. The corresponding percentages for spring were 33% and 26%, respectively. Youth who participated in 50% or more of the available 21<sup>st</sup> CCLC activities were absent approximately two regular school days less in the spring term than youth who participated in less than 50% of the available 21<sup>st</sup> CCLC activities. This difference was statistically significant ( $p < .01$ ). After controlling for demographic factors, those youth participating in 26%–50%, 51%–75%, and 75%–100% of available activities missed significantly fewer days of school than those participating in 25% or fewer activities ( $p < .01$ ).” [“A Profile of the Evaluation of 21st Century Community Learning Centers—Texas,” page 10, Harvard Family Research Project, <http://www.gse.harvard.edu/~hfrp/projects/afterschool/mott/21stcclctx.pdf>.]

## **Local or Program Level Evaluations**



### ***Adams County, Pennsylvania: Generacion Diez***

Adams County, Pennsylvania’s Generacion Diez (G-10) afterschool program is aimed specifically at the children of migrant workers in the area. Among its goals for children and their families is improving the behavior and parental involvement of the participating 1<sup>st</sup> through 6<sup>th</sup> graders. A series of studies conducted by Nathaniel R. Riggs and Mark T. Greenberg, of the Prevention Research Center at Pennsylvania State University, summarized by the Harvard Family Research Project at

<http://www.gse.harvard.edu/~hfrp/projects/afterschool/mott/g10.html>, identified a number of positive outcomes, and also noted that students who attended more frequently received the most significant benefit. The most recent research examined data collected between 2001 and 2003.

Quoting from HFRP's summary:

- “Children who attended the G-10 program for more days per week made significantly greater gains in social competence than those who attended less frequently.”
- “Children who attended the G-10 program for more days per week showed significantly greater decreases in behavior problems than those who attended less frequently.”
- “Parents who had children with greater attendance rates in the G-10 program increased their reports of quality and quantity of parent-teacher contact, as well as their engagement in their children's school activities.”



### ***Fort Worth After School Program***

The Fort Worth After School (FWAS) program is a project of the Fort Worth Independent School District, providing homework help, tutoring, mentoring, and a variety of cultural and recreational activities at more than 50 schools. Over the period of five years, scholars Peter A. Witt, Terri King, Jin-Hyung Lee, Kristi Montadon, Lydia Justice, Joanne Oh, and Billy Brown, all of Texas A&M University, conducted a multi-phase evaluation of the program. In the fifth-year evaluation, covering the 2004-05 school year, they reached the following conclusions with respect to student behavior, as summarized by the Harvard Family Research Project at <http://www.gse.harvard.edu/hfrp/projects/afterschool/mott/fw.html>:

- “Ninety-four percent of parents agreed that FWAS kept their child from getting in trouble and 45% also felt that their child would get into trouble if they were at home. Similarly, 69% of youth agreed that FWAS kept them from getting in trouble at home or in their neighborhood and 40% agreed that if they were at home they would be getting into trouble.”
- “Of parents who indicated that their child would have been getting into trouble at home, 74% felt that FWAS kept their child from getting into trouble. Of youth who indicated that they would be getting into trouble at home, 56% indicated they got into trouble less at FWAS. Youth who indicated that they would be getting into trouble if they were home were significantly more likely to say that there was nothing else to do in their neighborhood after school ( $p = .05$ ).”
- “The majority of parents (95%) felt that, as a result of FWAS, their child learned new activities they could do at home besides watching TV or playing video games. Parents reported more impact for younger youth (grades Pre-K–2) than older youth (grades 6–8).”
- “Youth indicated that they learned conflict resolution, sports/recreation, and art/drama skills.”
- “Of surveyed youth, 81% agreed FWAS helped them learn to work with other youth.”



### ***Los Angeles: LA's BEST***

Los Angeles's Better Educated Students for Tomorrow, or LA's BEST, is among the largest and best known afterschool programs in the nation. Launched in 1988 as a partnership between the Los Angeles Unified School District (LAUSD), the city of Los Angeles, and the private sector, the program operates at 153 school sites, serving more than 25,000 students. Schools are chosen for participation because of the generally low academic achievement among their students, or because of the low economic status of the community, or high gang or crime rates in the neighborhood.

Since early in the life of the program, the UCLA Center for the Study of Evaluation has conducted evaluation studies. The studies have focused on a variety of topics, using a range of measures. The Center released its separate studies in March 1990, March 1991, July 1991, December 1993 and spring 1995. In June 2000, the Center released a comprehensive report summarizing each of the five previous studies and adding a rich set of findings based on its five-year tracking of the academic performance and school attendance of LA's BEST students who were in 2<sup>nd</sup> through 5<sup>th</sup> grades in the 1993-94 school year.

The study's description of its methodology: "To study LA's BEST schools, we obtained information about students including ethnicity, gender, language proficiency status, eligibility for free/reduced lunch (the proxy for low-income level) and disability status. In addition, we collected outcome data including achievement test scores (using either the *Comprehensive Test of Basic Skills* [CTBS] or the more recently adopted *Stanford-9 Achievement Test* [SAT-9] in reading, mathematics, and language arts. The rate at which students were redesignated as fully proficient in English was also collected. We also obtained school absence rates, course-taking patterns and rates of student mobility (moving between schools or out of the district)."

In addition, because of the size of the LA's BEST program and of the LAUSD school system, researchers were able to track an extraordinarily large sample of students and a correspondingly large "control" group – more than 4,000 LA's BEST students and more than 15,000 non-participating students. The sheer numbers of students tracked make the data produced highly reliable.

The findings, summarized at <http://www.lasbest.org/resourcecenter/uclaeval.pdf> with a link to the complete study, are powerful evidence of the value of afterschool programming. In short, the study found that LA's BEST participants, defined as students who participated regularly and over a period of more than one year, when compared to non-participating students, were absent less from school, "show positive achievement on standardized tests in mathematics, reading and language arts," and had "higher language redesignation rates to English proficiency." [Quoting from LA's BEST's summary of the findings, at <http://www.lasbest.org/resourcecenter/uclaeval.pdf>, December 21, 2006.] Specific findings:

- "[T]hree-quarters of the parents [surveyed] indicated that they worried significantly less about their children's safety and that they had more energy in the evening since enrolling their children in the program. A clear majority also indicated that the program resulted in sizeable savings in their time. [A *Decade of Results: The Impact of the LA's BEST After School Enrichment Program on Subsequent Student Achievement and Performance*, June

2000. Denise Huang, Barry Gribbons, Kyung Sung Kim, Charlotte Lee, Eva L. Baker. Page 14.]

- “Across the board, parents and children alike found the safety of the afterschool program far superior to the safety within the neighborhood.” [*Decade of Results*, page 14.]



### ***Los Angeles: Woodcraft Rangers' Nvision After School Program***

The Los Angeles-based Woodcraft Rangers' Nvision After School Program (NASP) offers a series of afterschool “clubs” aimed at improving children’s behavior and learning skills. The program serves more than 13,000 children at more than 44 urban public school sites. Lodestar Management/Research, Inc. has conducted two separate evaluations of the program, with more underway. Findings to date have been summarized by the Harvard Family Research Project at <http://www.gse.harvard.edu/hfrp/projects/afterschool/mott/wrnasp.html>. Findings from the evaluation of the elementary school program in 2003-04 included:

- “In focus groups, parents said that NASP helped them become more involved in their children’s education, for example, through volunteering for the program. Parents also said that they were more aware of school activities and ways to volunteer at the school.”
- “Three quarters of school staff interviewed reported that NASP helped increase youths’ sense of safety at school.”
- “NASP staff reported that 62% of participants improved their prosocial skills/risk avoidance behaviors after 6 months. Significant changes were found for all 9 items of the scale, with most substantial improvement for the following items: ‘expresses negative attitudes toward risk behaviors,’ ‘forms friendships with prosocial peers,’ and ‘seeks understanding of peers’ family traditions, practices, etc.’”
- “The majority of participants surveyed did not engage in risk-taking behaviors. For example, at follow-up, 92% said they ‘never’ did things that they knew weren’t good for them and 66% said they ‘never’ hung around with kids who get into trouble. However, risky behaviors did significantly increase from baseline to follow-up ( $p < .05$ ).”

Findings from the evaluation of the middle school program in 2003-04 included:

- “NASP staff reported that 57% of participants improved in prosocial skills/risk avoidance behaviors after 6 months of participation. More frequent participation in NASP was associated with significantly greater improvements in this area ( $p < .05$ ). Staff’s average ratings of participant development improved for all 9 items of the scale and significant changes were found for three items: ‘expresses negative attitudes toward risk behaviors,’ ‘approaches new tasks or projects with confidence,’ and ‘demonstrates that he/she values others’ feelings and needs.’”
- “Seven of the 10 interviewed school administrators indicated that the program had a positive impact on youths’ at-risk behaviors.”

- “According to youth surveys, 35% of participants improved in risk-taking behaviors by the end of 2003–2004.”

### ***New York City Beacons Initiative***

Launched in 1991, the Beacons Initiative seeks to link community-based organizations and schools in service of children. Programs offer activities for children and families, and seek to function as community resources for parents and seniors, as well. The model has been duplicated in many cities around the nation.

The New York program was the subject of a two-phase evaluation by the Academy for Educational Development, the Hunter College Center on AIDS, Drugs and Community Health, and the Chapin Hall Center for Children at the University of Chicago. The first phase examined program operations in 1997-98; the second dealt with similar issues in greater depth, covering the period from 1998-2000. The evaluation was funded by the Annie E. Casey Foundation, the Open Society Institute and the Ford Foundation. Evaluators stress that the study is not specifically aimed at documenting student outcomes, although some material of that sort may be useful to advocates, particularly from the second phase research. The evaluators’ first-phase summary report is available by contacting AED (contact information: <http://www.aed.org/contactus.cfm>, December 21, 2006); the second-phase summary is at <http://scs.aed.org/publications/grow.pdf>.

Phase One findings include:

- “The Beacons have clearly created a safe place for youth: the vast majority of youth (85 percent) reported that it was ‘always true’ or ‘mostly true’ that they felt safe at the Beacons.” [*Evaluation of the New York City Beacons, Summary of Phase I Findings*, [http://sicily.ecc.fcny.org:4242/portal.php/syd/beacons/projects/EVALUA\\_1.PDF](http://sicily.ecc.fcny.org:4242/portal.php/syd/beacons/projects/EVALUA_1.PDF), December 21, 2006.]
- “Four-fifths of youth (80 percent) who took part in intercept interviews described the Beacon as either ‘very helpful’ or ‘pretty helpful’ in helping them avoid drug use.” [*Evaluation*.]
- “Three-quarters (74 percent) of youth interviewed said that the Beacon was either very helpful or pretty helpful in helping them avoid fighting.” [*Evaluation*.]

Phase Two focused on six sites in greater detail. Among other things, it identified five specific positive youth development practices in use at several of the sites, centered on the extent to which students “had opportunities to (1) participate in stimulating and engaging activities; (2) develop caring and trusting relationships; (3) be challenged to grow by high expectations; (4) connect with and contribute to their communities; and (5) benefit from a continuity of adult support.” [*A Place to Grow: Evaluation of the New York City Beacons Summary Report*, Academy for Educational Development, 2002, page 3. <http://scs.aed.org/publications/grow.pdf>, December 21, 2006.] Researchers concluded that:

“In sites with higher youth-development quality, young people were more likely to:

- “Feel better about themselves at the Beacon;

- “Believe that youth of all races and ethnicities were valued at the Beacon;
- “Perceive that staff had high expectations for their behavior and performance; and
- “Report that the Beacon helped them learn leadership skills.” [*A Place to Grow*, page 5.]

In turn, these students were “less likely to report that they had:

- “Cut classes;
- “Hit others to hurt them;
- “Deliberately damaged other people’s property;
- “Stolen money or other property; and
- “Been in a fight.” [*A Place to Grow*, page 5.]



### ***New York: The YMCA of Greater New York’s Virtual Y Program***

Since spring 1996, the YMCA of Greater New York has run a *Virtual Y* initiative – a school-based afterschool program serving second- through fourth-graders five afternoons a week. In the 1997-98 school year, the program expanded from its initial ten pilot sites to operate in as many as 100 sites, and no fewer than 66 sites, each year since. More than 50,000 children have participated. The program is aimed at lower income public school children, providing a safe environment where children receive reinforcement in reading, math, and healthy lifestyles, as well as training intended to emphasize such values as respect, responsibility, honesty, and caring.

The program has undergone several evaluations by the National Center for Schools and Communities (NCSC) at Fordham University. (Funding sources for the study have varied.) Several years of research were funded by the Charles Hayden Foundation; several commissioned by the YMCA; and several funded by the New York State Education Department.) In 2005, NCSC published an overview of seven years of research, (*The Virtual Y Afterschool Program: A Ray of Hope for Urban Public Elementary School Children*, available at [http://www.ncscatfordham.org/binarydata/files/rayofsunshine\\_final.pdf](http://www.ncscatfordham.org/binarydata/files/rayofsunshine_final.pdf)). The report found:

- “In all years, the data showed statistically significant and moderate to large improvements on all seven subscales (task motivation, frustration tolerance, learning skills, acting out, peer social skills, assertive social skills, shyness/ anxiety), and on the overall behavior scale.”
- “Our analyses found effects for children at each level of behavioral difficulty from mild to severe. The likelihood of obtaining chance differences in performance as large as those found in this study is less than one percent.”
- “In regression studies designed to determine the role of the *Virtual Y* in behavioral improvements, NCSC controlled for factors other than the *Virtual Y* that may have contributed to positive changes in participants’ behavior (students’ English proficiency, gender, race, age, and prior behavior). The regression studies showed attendance at the *Virtual Y* to be a factor contributing to improved outcomes for participants.”

### ***Santa Ana, California: After School Education and Safety Program***

With funding from California's After School Education and Safety (ASES) Program, Santa Ana, California, in 1999 opened afterschool sites in four urban middle schools. The sites "serve predominantly Latino students with limited English proficiency and from high poverty backgrounds. Although each site's schedule varied, a typical program schedule included a one-hour homework period, a one-hour arts or life skills component, and a one-hour sports component." [Harvard Family Research Project summary, <http://www.gse.harvard.edu/hfrp/projects/afterschool/mott/saaslsnpp.html>, retrieved December 21, 2006.] Jenel Prenovost, Ed.D., of the University of California, Irvine, and the University of California, Los Angeles, led an evaluation that relied on a quasi-experimental design, comparing the one-year results of three groups of students – a control group, a high-dosage treatment group (students who attended the program for 38 or more days during the school year), and a low-dosage group (students who attended for fewer than 38 days).

The findings indicated that students in the high-dosage group showed better results than low-dosage and control group students. Results included the following:

- "There were significantly ( $p < .005$ ) fewer days of school missed by high-dosage participants (5.56 days) as compared to low-dosage participants (7.46 days) and the matches (6.80 days). In addition, high-dosage LEP [Limited English Proficiency] students missed significantly ( $p < .002$ ) less school than low-dosage participants and the matches. Higher-dosage sixth and eighth graders, on the other hand, had higher means in days absent than the matches, although this also was not statistically significant." [HFRP]
- "The program was associated with a nearly significant ( $p < .082$ ) difference in improvement in school attendance. There was a statistically significant ( $p < .031$ ) finding that high-dosage students improved more in their school attendance (1.36 days) than low dosage students (.32 days). Also, high-dosage LEP students improved their attendance significantly ( $p < .05$ ) more than low-dosage participants (.29 days) and matches (-.18 days)." [HFRP]



### ***Mahoney and Lord Study of Program Participation and Obesity***

In 2005 Joseph Mahoney and Heather Lord of Yale University and Erica Carryl of New York University released an evaluation of the effects on students of an afterschool program targeting obesity issues. Their "Afterschool Program Participation and the Development of Child Obesity and Peer Acceptance," [<http://pantheon.yale.edu/%7Ejlm79/Mahoney.Lord.Carryl.2005b.pdf>], was a longitudinal assessment tracking a sample of more than 400 mostly minority students living in poverty and attending one of three public schools in an undisclosed northeastern city. The study compared used a control sample, and compared children's body mass index over a two-year period. According to the researchers:

- "Baseline and follow-up obesity status was also compared for ASP [afterschool program] participants and nonparticipants. The prevalence of obesity was not significantly different for ASP participants and nonparticipants at baseline (18% and 22%, respectively). However,

controlling for baseline obesity, poverty status, and race and ethnicity, the prevalence of obesity was significantly lower for ASP participants (21%) compared to nonparticipants (33%) at follow-up.”

\* \* \* \*

*The Afterschool Alliance is a nonprofit public awareness and advocacy organization working to ensure that all children and youth have access to quality afterschool programs. More information is available at [www.afterschoolalliance.org](http://www.afterschoolalliance.org).*



## Appendix A

### *Afterschool Evaluations at a Glance*

<b>National and Multi-City Studies</b>			
<b>Study Subject</b>	<b>Evaluator/Author</b>	<b>Release Date</b>	<b>Key Findings</b>
The Boys & Girls Clubs' Project Learn	Columbia School of Social Work	2000	A five-site evaluation of Project Learn over 30 months found improved attendance among program participants.
Citizen Schools - sites in Massachusetts, Texas and California Boston, MA	Policy Studies Associates	2005 (most recent installment of ongoing five-year evaluation report)	Students participating in Citizen Schools showed better attendance during the regular school day and had fewer discipline problems resulting in suspensions that students in a matched group of nonparticipants.
The Children's Aid Society of New York's Carrera-Model Teen Pregnancy Prevention Program	Philliber Research Associates	2001	An evaluation of sites in New York City and Rochester, New York; Broward County, Florida; Baltimore, Maryland; Houston, Texas; Portland, Oregon; and Seattle, Washington, found: "Perhaps most importantly since this is the program's major goal, at the third-year follow-up, females in the CAS-Carrera program had significantly lower rates of pregnancy and births than did control females."
The Extended-Service Schools Initiative	Public/Private Ventures (PPV) with Manpower Demonstration Research Corporation	2002	"Students who participated in the school-based, afterschool programs seemed to experience positive change in four key areas: staying out of trouble; improving their school attitudes and behavior; strengthening their social networks; and learning new skills, seeing new possibilities and improving their self-confidence."
Girls Inc.'s Friendly PEERsuasion <sup>SM</sup>	Abt Associates	1991	A year-long evaluation of four sites of a nation-wide program found participating girls drank alcohol less. Researchers estimated that the program

			halved the incidence of drinking.
<b>State-Level Evaluations</b>			
California's After School Education and Safety Program (ASLSNPP)	University of California at Irvine working with the California Department of Education	2002	A statewide evaluation of California's After School Education and Safety Program found improved regular school day attendance for participating students – ranging from 5 to 17 additional days per year.
The Maryland After School Opportunity Fund Program	Research team from the University of Maryland's Department of Criminology and Criminal Justice	2004	Researchers found that participating students reduced their delinquent behavior as compared to non-participating youth in comparison groups.
The After-School Corporation (TASC) - New York	Policy Studies Associates	Five-year data released in 2004. (Reports issued each year of the study.)	According to surveys of principals and parents, TASC participation led to better parental participation at school events and parent-teacher conferences, improved feelings of student safety, and a reduction in vandalism at school. In addition, parents reported positive effects in their work lives: 60 percent said they missed less work than before because of the program; 59 percent said it supported them in keeping their job; and 54 percent said it was supportive to them in allowing them to work more hours.
North Carolina Support Our Students	EDSTAR	2002	An evaluation of afterschool programs funded by a statewide grant program found a reduction in suspensions of participating students and better school attendance.
Ohio Urban School Initiative School Age Child Care Project (SACC)	University of Cincinnati College of Education Evaluation Services Center	1999	Children in the Ohio Urban School Initiative School Age Child Care Project (SACC) had reduced absence and tardiness, and fewer suspensions and expulsions.
Texas 21 <sup>st</sup> Century Community Learning Centers Programs	Texas Education Agency	2004	Strong participation in afterschool correlated with better attendance during the regular school day. "Approximately half (48%) of youth who participated in three quarters or more of the available 21st CCLC activities missed 5 or fewer days of school during the fall semester, compared to 17% of youth who participated in less than one quarter of the available activities."

<b>Local or Program Level Evaluations</b>			
Generacion Diez Adams County, PA	Prevention Research Center at Pennsylvania State University	Data collected between 2001 and 2003	An evaluation of the Generacion Diez (G-10), aimed at the children of migrant workers, found “Children who attended the G-10 program for more days per week showed significantly greater decreases in behavior problems than those who attended less frequently,” and “Parents who had children with greater attendance rates in the G-10 program increased their reports of quality and quantity of parent-teacher contact, as well as their engagement in their children’s school activities.”
Fort Worth After School Program	Researchers from Texas A&M University	2005	Parents surveyed reported that they the program kept their children from getting into trouble.
LA’s BEST Los Angeles, CA	UCLA Center for the Study of Evaluation	2006 (most recent release of decade-long study with series of reports issued)	The newest report issued from the study found that LA’s BEST parents felt strongly that their children were safer at their afterschool program than they would be at home or elsewhere in the afternoons. “Across the board, parents and children alike found the safety of the afterschool program far superior to the safety within the neighborhood,” and “[T]hree-quarters of the parents [surveyed] indicated that they worried significantly less about their children’s safety and that they had more energy in the evening since enrolling their children in the program. A clear majority also indicated that the program resulted in sizeable savings in their time.”
Woodcraft Rangers’ Nvision After School Program (NASP), Los Angeles, CA	Lodestar Management/Research, Inc	2005	Surveys of parents, students, and principals found that participating students were less likely to engage in risky behaviors. Parents reported becoming more involved in their children’s education because of the program.
Beacons Initiative, New York City	Academy for Educational Development, the Hunter College Center on AIDS, Drugs and Community Health, and the Chapin Hall Center for Children at the University of Chicago	2002	Researchers found that “The Beacons have clearly created a safe place for youth: the vast majority of youth (85 percent) reported that it was ‘always true’ or ‘mostly true’ that they felt safe at the Beacons.” And, “Four-fifths of youth (80 percent) who took part in intercept interviews described the Beacon as either ‘very helpful’ or ‘pretty helpful’ in helping them avoid drug use.”

The YMCA of Greater New York's Virtual Y Program	National Center for Schools and at Fordham University	2005	Researchers concluded that "data showed statistically significant and moderate to large improvements on all seven subscales (task motivation, frustration tolerance, learning skills, acting out, peer social skills, assertive social skills, shyness/ anxiety), and on the overall behavior scale."
Santa Ana's After School Education and Safety Program - Santa Ana, CA	Jenel Prenovost, Ed.D., University of California, Irvine, and University of California, Los Angeles	2001	Students participating 38 days or more in the program had significantly fewer days of school missed than nonparticipants.
Unnamed urban public school afterschool program	Joseph Mahoney and Heather Lord, Yale University, and Erica Carryl of New York University	2005	An examination of the impact of afterschool on obesity issues in an unnamed northeastern, urban, public school found that "controlling for baseline obesity, poverty status, and race and ethnicity, the prevalence of obesity was significantly lower for ASP participants (21%) compared to nonparticipants (33%) at follow-up."